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The Effect of Using Liveworksheet On Students' Activeness And Vocabulary Mastery In Mts Masmur Pekanbaru

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Abstract

This research was aimed to find out the significant effect of using liveworksheet on students' activeness and vocabulary mastery. This research was a quasi-experimental one group design pre-test and post-test group design. The participant of this research was 20 students. This study was conducted at Mts Masmur Pekanbaru. The findings of this research were; first, there was a significance effect of the students' activeness by using live worksheet at grade eight of MTS Masmur Pekanbaru. It found that the value sig. (0.50 and .64) was higher than 0.05. Second, there was a significant effect of using liveworksheet on students' vocabulary mastery in learning english. It was obtained that the value of (0.82 and .82) was higher than 0.05. Also, the mean score in the pre test 77.80 and post-test was 84.05. By comparing the mean score above, it can be seen that the score was more higher increased to enhance the students' vocabulary mastery. In addition, the use of liveworksheet was significantly effective at Moderate Effect category on the students' activeness at grade eight of Mts Masmur Pekanbaru. The use media in learning vocabulary mastery which the English teacher usually $0.825 > 0.625$. Last, it proved that both of the students' activeness and vocabulary mastery were improved because the sig (2 -tailed) of the data is lower than 0.05. it means that there is a significant effect before and after on students' activeness and vocabulary mastery by using Liveworksheet website.

Keywords: *Vocabulary Mastery, Liveworksheet, Students' Activeness*

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh signifikan penggunaan liveworksheet terhadap keaktifan dan penguasaan kosakata siswa. Penelitian ini merupakan penelitian quasi eksperimen dengan desain non-equivalent pre-test and post-test group design. Partisipan penelitian ini berjumlah 20 siswa. Penelitian ini dilakukan di Mts Masmur Pekanbaru. Temuan penelitian ini adalah; ; Pertama, terdapat pengaruh yang signifikan terhadap keaktifan siswa dengan menggunakan live worksheet di kelas VIII MTS Masmur Pekanbaru. Ditemukan bahwa nilai sig. (0,50 dan 0,64) lebih tinggi dari 0,05. Kedua, terdapat pengaruh yang signifikan penggunaan liveworksheet terhadap penguasaan kosakata siswa dalam pembelajaran bahasa Inggris. Diperoleh nilai (0,82 dan 0,82) lebih besar dari 0,05. Selain itu, nilai rata-rata pada pre test 77,80 dan post test 84,05. Dengan membandingkan skor rata-rata di atas, dapat dilihat bahwa skor yang semakin tinggi ditingkatkan untuk meningkatkan penguasaan kosakata siswa. Selain itu, penggunaan liveworksheet efektif secara signifikan pada kategori Efek Sedang terhadap keaktifan siswa kelas VIII Mts Masmur Pekanbaru. Penggunaan media dalam pembelajaran penguasaan kosakata yang guru bahasa Inggris biasanya $0,825 > 0,625$. Terakhir, terbukti bahwa keaktifan dan penguasaan kosa kata siswa meningkat karena sig (2-tailed) datanya lebih rendah dari 0,05. Artinya terdapat pengaruh yang signifikan sebelum dan sesudah terhadap keaktifan dan penguasaan kosakata siswa dengan menggunakan website Liveworksheet.

Kata Kunci: *Penguasaan Kosakata, Liveworksheet, Keaktifan Siswa*

INTRODUCTION

One of the components that students of English should strive to master is vocabulary (Fadlan 2015). Students and learners must prioritize expanding their vocabulary as it is essential for their language development and communication (Thornbury 2002). In order to improve their listening, speaking, writing, and reading abilities, as well as their command of the English language as a whole, students need to expand their vocabulary. Having a large and diverse vocabulary is the foundation of any language skill or element. Words, their combinations, their construction, and grammar are all aspects of vocabulary that students strive to master. Nunan (1983) backs this up when he says that pupils are more engaged in English class and that having a large vocabulary is crucial for effective language use.

Indonesian junior high schools are among the institutions that provide English as a foreign language courses. It has been designed as a Kurikulum Merdeka subject and is mandatory.

The goals of the Merdeka Curriculum, as stated by Yamin and Syahrir (2020), are to foster critical thinking skills that are both imaginative and creative, as well as the ability to work together and communicate effectively. Based on the Kurikulum Merdeka in Damayani

et al. of the Guidance English Teacher for Nusantara Book for SMP/MTs Grade VIII (2022) textbook, students are encouraged to develop independence and confidence through a variety of learning activities when it comes to English language instruction. Additionally, Kurikulum Merdeka provides students with opportunities to enhance their English language skills, specifically their hearing, speaking, reading, and writing abilities, through the integration of these four domains. As a component of overall skills, vocabulary serves to bolster language proficiency. For pupils to learn new material and express themselves well in writing or speech, it plays a crucial role.

According to the initial observations of researchers regarding eighth-grade students at MTS Masmur concerning English teaching and learning, the teacher has implemented various strategies to enhance vocabulary mastery, including the use of engaging media (PowerPoint, platforms, videos, etc.). By engaging in this activity, students are anticipated to enhance their vocabulary skills. The following phenomenon is that many students are unable to fully grasp the meanings of English vocabulary. Numerous students struggle with memorizing English vocabulary, and one effective method to address this issue is using live worksheets, which can also help with spelling in English. Consequently, I am keen to undertake research to enhance vocabulary proficiency through an efficient approach for boosting students' vocabulary skills. Liveworksheet assists students in vocabulary learning. The Liveworksheet app is an educational game application. A variety of games is available, such as creating multiple choice tests, matching, or drag-and-drop activities. Liveworksheets enable educators to design interactive assignments for their learners. The online platform "Liveworksheet.com" is a worksheet tool that transforms printed worksheets like .doc, .pdf, .jpg into interactive ones that can be graded automatically. The types of questions that can be generated with this application differ widely, including multiple choice, short answer, true or false, and matching. This student worksheet provides students with the chance to learn on their own (Prabowo, 2021). Liveworksheets is a section of the website that offers services for educators to utilize existing ELKPD and develop their own E-LKPD online. This site was established in late 2016 by Victor Gayol to showcase innovative technologies in education. Liveworksheets is a platform offered for free by Google. This application transforms the printed worksheet into an interactive online format, has the ability to automatically grade students' assignments, and can forward responses to the creator. The information that students need to learn is contained in live worksheets, according to Nurhidayah (2016:12) in her essay. As a medium that contains instructional lessons, worksheets in real time A student's worksheet serves as a roadmap for completing

assignments and problems (Trianto, 2007: 73). Live worksheets, as said, are resources that can encourage students to study on their own and push them to greater heights in their academic pursuits.

The Junior High school students are more engaged in learning through liveworksheet media, which has enhanced their participation in vocabulary learning. Students' engagement in learning vocabulary can enhance their mastery of vocabulary. Being active is one of the most important elements in acquiring languages. It is also connected to students' proficiency, and Dornyei (1994) asserts that engagement is a key factor in acquiring a second or foreign language. Students with high active learning will achieve better mastery and learn more quickly compared to those with low active learning. Students who are highly engaged in learning will take strategic actions and are prepared to invest additional time to make the necessary efforts to reach their objectives. Students' Learning Engagement refers to the capability to be consistently active, encompassing the body, mind, and all elements linked to the educational process, according to Paramita and Indarwati (2015). Students who are very active in class can be described by their participation in assessment, which includes reflecting on their own learning results; completing tasks either independently or organized by the instructor; and creating an oral or written update regarding their learning achievements. The engagement of students in teaching and learning activities is a way to build their own understanding. Students actively develop an understanding of the challenges or issues they encounter during the learning process. The learning activities undertaken by students in accordance with the "law of exercise" indicate that effective learning necessitates practice, highlighting that individuals are active learners who possess a strong sense of curiosity (Dimiyati: 2009).

Learning activities are activities that are physical and spiritual. In the process of learning both of these activities must always be related, a students to actively think, students must be active. Learning activities encompass both physical and spiritual experiences. During the learning process, these two activities must consistently be connected; for students to engage in active thinking, they must be participatory. Learning activities encompass a variety of tasks, including both physical and psychological actions; they are categorized into 8 groups based on education, as follows: 1. Visual tasks: Reading, focusing, viewing images, conducting experiments, performing demonstrations, visiting exhibitions, watching others' work, etc. Sure! Please provide the text you would like me to paraphrase. Verbal tasks: Presenting a fact or principle, connecting an event, posing questions, offering suggestions, sharing an opinion, conducting interviews, and engaging in discussions. Please provide the

text you would like me to paraphrase. Artistic tasks: sketching, creating visuals, charts, illustrations, and designs. It seems that your input is incomplete, as it only states "4." If you could provide the text you'd like me to paraphrase, I would be more than happy to assist!

Metric activities: Running experiments, choosing equipment, organizing exhibitions, hosting games, dancing, and gardening.⁵ Mental activities: Reflecting, recollecting, resolving issues, examining elements, considering connections, and reaching conclusions. Please provide the text you would like to have paraphrased. Emotional pursuits: Hobbies, distinguish items, showing courage.

At SMPN 1 Papar Kediri, specifically in the 7H class, in earlier studies. The use of technological media, specifically liveworksheet applications, is central to this class's action research. Teachers can use this tool to create formative or summative exams in the form of games, which should pique students' interest in learning English. Researchers made advantage of a drag-and-drop function in the game. The pupils' vocabulary was the primary focus of the assessment. It also used interviews to gauge how students felt about the software. As many as 75% of a class's total pupils see results—specifically, an improvement in their grades—and the vast majority of students report being pleased to use these media because of how easy they are.

Therefore, Based on the description above, the researcher is interested in investigating the students' activeness and vocabulary mastery in learning English using web live worksheet. The researcher is trying to research using a study entitled "The Effect of Using Liveworksheet On Students' Activeness and Vocabulary Mastery In Mts Masmur Pekanbaru".

RESEARCH METHOD

This research is quantitative research, because the data of all number using statistic data. This research using pre-experimental design. Experimental design is research to find the effect of certain variable on other variable. This research use one group pre-test and posttest. This research implicates one class experimental and treatment aims to know the effect of using liveworksheet on students activeness and vocabulary mastery. Twenty students from one experimental class (class VIII-2) at MTs Masmur Pekanbaru participated in the study. Data were collected from students' vocabulary mastery and activity levels, and the treatment in this class included pre-test activities. The researcher then administered the treatment, which lasted for one month and involved four monthly meetings with the use of a liveworksheet for in-class learning. in vocabulary acquisition through the use of assessments, allowing for the extraction of data from pre- and post-test scores. The data

was collected from students' levels of activity using a questionnaire. With the use of SPSS, we ran a paired t test on students' vocabulary mastery and activity levels; normalcy checks for normally distributed instruments and measures the extent to which differences exist.

RESULTS AND DISCUSSION

In this meeting, we will go over the findings and conclusions drawn from the research. Statistical software such as SPSS was utilized by the researcher to conduct a quantitative approach of data analysis. In this instance, the research issue in this study is addressed through the use of regression, paired t-tests, and tests for normality and homogeneity.

Normality Test

Groups	Kolmogorov Smirnov Test			
	PreTest		PostTest	
Experiment	20	0.59	20	0.61
	N	Sig	N	Sig

Based on the table above, it can be seen that pre-test and post-test data learning outcomes of the experimental class have a value of sig > 0.05, so it can be concluded that the data group is distributed normal distribution.

Homogeneity test

Levene Statistic	PreTest			PostTest		
	df1	df2	Sig	df1	df2	Sig
	1	54	.82	1	54	.82

In line with the result above, the p-value (0.82 and .82) was higher than 0.05. It can be concluded that the data for both the experimental were homogenous. Both pretest and posttest are normal and homogenous.

Descriptive Statistic vocabulary mastery

		Statistics	
		Pretest experiment	Post test experiment
N	Valid	20	20
	Missing	0	0
Mean		77.80	84.05
Std. Error of Mean		1.111	.596
Median		80.00	87.50
Mode		75a	85
Std. Deviation		4.969	2.665
Variance		24.695	7.103
Range		16	10
Minimum		70	80
Maximum		86	90
Sum		1556	1741

The description of the data in pre-test and post-test in experimental class. It showed that the mean score of the students' vocabulary mastery of pre-test was 77.80 and post-test was 84.05 in experimental group. From improvement in the mean of the post-test scores in experimental group, it indicated that there was significant difference before

Descriptive Statistic Students' activeness

		Statistics	
		Scores	
N	Valid	20	
	Missing	4	
Mean		80.25	
Std. Error of Mean		1.248	
Median		80.00	
Mode		80	
Std. Deviation		5.581	
Variance		31.145	
Range		25	
Minimum		65	
Maximum		90	

Sum	1605
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Description of the data on the students' activeness. It showed that the mean score of the students' activeness was 80.25. From improvement in the mean of the students' activeness, it indicated that there was significant effect by using Liveworksheet website on students' activeness.

Paired Samples Statistics students' activeness

	Mean	N	Std Deviation	Std. Error Mean
questioner	80.25	20	5.58	1.248
	85.05	20	4.26	.953

Based on the table above, the mean score of the experimental group was 80.25 and 85.05 with a standard deviation of 5.58 and 4.26. It indicated that there was significant difference before and after of using liveworksheet media through students' activeness.

Paired Samples Test Students' Activeness

		Paired Differences					t	df	Sig(2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	questioner	-4.800	2.587	.579	-6.011	-3.589	-8.296	20	.000

The result of the paired sample t-test showed that there is a significant effect of using Liveworksheet on students' activeness. It was proven from the table above that the sig (2-tailed) was 0.000. The result had shown that the sig (2-tailed) was lower than 0.05.

Paired Samples Statistics Vocabulary Mastery

	Mean	N	Std Deviation	Std. Error Mean
Pre-test	77.80	20	10.76	4.18
Post-test	80.80	20	4.26	3.23

Based on the table above, the mean score of the experimental group was 77.80 and 80.80 with a standard deviation of 10.76 and 4.26. It indicated that there was significant difference before and after of using liveworksheet media through vocabulary mastery.

Paired Sample Test Vocabulary Mastery

Pair	PRE-TEST POST-TEST	Paired Differences						Sig(2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t		df
					Lower	Upper			
1		-12.000	8.603	2.594	-17.430	-6.569	4.625	20	.000

The result of the paired sample t-test showed that there is a significant effect on using Liveworksheet. It was proven from the table above that the sig (2-tailed) was 0.000. The result had shown that the sig (2-tailed) was lower than 0.05.

One Sample Statistic

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Pre-test exp class	20	77.80	4.969	1.111
Post test exp class	20	87.05	2.665	.596

One-Sample Test

One-Sample Test						
Test Value = 0						
	t	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Pre-test exp class	70.015	20	.000	77.800	75.47	80.13
Post test exp class	146.074	20	.000	87.050	85.80	88.30

Based on the table above, the pre-test result showed the score 77.64 in lower score, while in the post test score was 83.06. Then, while seeking from the upper from both tests, it was improved. The score for the upper score for pre-test was 82.86 and 87.04 for the post-test. In addition, while seeing the sig. (2-tailed) of the result from the pre and post-test of experimental class is lower than 0.05 with the df was 20. The conclusion that alternative hypothesis was accepted and null hypothesis was rejected. Its mean that there was significant effect on students' activeness and vocabulary mastery who were taught by using Liveworksheet media.

CONCLUSION

Based on the research, that carried out at eighth grade students of MTs Masmur Pekanbaru in academic year 2024/2025 , it can be conclude that using liveworksheet is effective to enhance learn vocabulary mastery. It can be conclude that there was significant effect in vocabulary mastery and students' activeness who were though by using Liveworksheet media. The student who are though by using liveworksheet have higer score. Based on the experiment, it was known that there is significant effect before and after of using Liveworksheet on students' activeness in learning English. The result of the paired sample t-test showed that there is a significant effect of using Liveworksheet on students' activeness. It was proven from the table above that the sig (2-tailed) was 0.000. The result had shown that the sig (2-tailed) was lower than 0.05. it can be stated that the research hypothesis (H_a) was accepted and null hypothesis (H_0) was rejected. Its means that there was significant different in students' using liveworksheet in learning english. The result of the paired sample t-test showed that there is a significant effect of using Liveworksheet on students' activeness. It was proven from the table above that the sig (2-tailed) was 0.000. The result had shown that the sig (2-tailed) was lower than 0.05. it can be stated that the research hypothesis (H_a) was accepted and null hypothesis (H_0) was rejected. Its means that there was significant different in vocabulary mastery using liveworksheet in learning english. The main objective of this research was to find out the effectiveness of using liveworksheet on students' activeness and vocabulary Mastery in Teaching English. After analyzing the data and discussing the three research questions and two hypotheses which consisted of H_a and H_0 . The researcher found that there is a significant of using liveworksheet on students' activeness and vocabulary Mastery. Referring to the data analysis and data presentation in chapter IV, finally the researcher concludes that the answers of the formulation of the problem are as

follows: There was a significance difference before and after of the students' activeness by using liveworksheet in learning english at grade eight of Mts Masmur Pekanbaru. There was a significance difference before and after of the students' vocabulary mastery by using liveworksheet in learning english at grade eight of Mts Masmur Pekanbaru. The use of liveworksheet was more significantly effective increased in students' vocabulary mastery and students' activeness in learning english used the use of Liveworksheets which was $0.825 > 0.625$ at Moderate Effect category on the students' vocabulary mastery and students activeness

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